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documents and speeches that all the reading public of the world is destined to get simultaneously through the great news-distributing agencies) the *ADVOCATE* would urge getting the points of view of as many different interpreters as is possible. There is a variety of emphasis, judgment, intuitive insight, pictorial power, and closeness of touch with commissioners and men behind the scenes in the output of any such corps of trained correspondents and special writers as are covering this world-constitutional convention, that make it quite impossible, for a variety of reasons, for any one journal, even your "favorite," to give you the right notion of what is going on and what is being done and who are doing it. The best synthetic judgment will follow the widest analytic investigation.

May a reference to the history of another great assembly of federalists be pardoned, if only to call attention to the difference on this very important detail of publicity about high statecraft which exists between 1787 and 1919. If James Madison had not had a "sense of historicity," if he had not been a great reporter as well as a fertile, fundamental thinker in the realm of politics and law, the people of the United States never would have known just how they came to have the Constitution which at this hour is the best model for the commissioners in Paris to follow if they wish to make organic, and operative on the governmental side, the ideals to which they are summoned imperatively by the world to give form and body.

Who, from the inside, will do for the Paris Conference what Madison did so supremely well for the Philadelphia Convention remains to be seen. Never did an assembly of this or any other type meet so documented with data bearing upon all conceivable aspects of the problems to be solved, and so equipped for registering from the different national standpoints the course of events, formal and informal. On the technical side, with the interests of contemporary and coming historians in mind, the nations have made immense strides during the century in meeting the immediate needs of those who shape the procedure and decisions of such national and international assemblies, as well as the desires of historians. But fortunate will it be for the Paris Conference if it has its Madisonian interpreter as well as chronicler, a man of it but in some ways out of it and above it.

Whether he appears or not, it would be well if those journalists who do report it from day to day and week to week as discriminatingly and honestly as they know how, albeit of necessity more or less superficially and at long range, would read over the statement made by Madison as to just why he set about his self-imposed task. He was fully aware of the solemn significance of

the process of note-taking and explanation of motives and words and votes which he was to carry on. He had grounded himself in all available knowledge about the subjects which he was to hear discussed. He used shorthand, but delayed not in writing out his notes and in recording his impressions. He had studied the personal characteristics, mental and moral, of most of the men whose words and votes he was to record and explain. He was present at every day's sittings, and absent, as he quaintly says, "not more than a casual fraction of any day."

AN EDUCATIONAL ENTENTE

IN OUR last issue we called attention to the eminent commission of scholars from France then in the United States studying methods and achievements in the realm of higher education. It is still here and lately has been busy investigating the State universities of the mid-west and west. Simultaneously a similar commission of British university and college officials has been closing its quest with a like purpose and has been formulating the report it will make to the authorities who sent it westward to spy out the land.

Both of these commissions are important co-operating agencies in a general plan for binding together as never before the American, British, and French academic worlds; and their reports not only must induce more or less fraternization of the three peoples in a confessedly important and noble field of thought and activity, but also incidentally cause more or less reconstruction of the several national systems of higher education, according to the wisdom derived by the comparative process of study. To illustrate: It is not conceivable that the British Commission can fail to have some favorable recommendations to make as to extended State aid to university development within the United Kingdom, after they have seen what this policy does for the commonwealths of what has come to be the dominating political and wealth-producing region of the United States. On the other hand, it is quite certain that from the contact of the American educators who have acted as hosts with the representatives of French university life, there will be a determination to steer college and university graduates seeking postgraduate work in Europe to Paris rather than to Berlin, to Bordeaux rather than to Jena.

To create an educational entente among the college-bred and university-trained men of Europe and the Americas is so wholly admirable in theory and has taken on such practical form already, that it is not necessary to argue for it here. The Entente should include all nations that have common ideals of a civilization based

on humanism and democracy, and that have been willing to sacrifice men and treasure for those ideals during the war. But there are many students who never reach the college or university stage of education. What of them? In number they vastly exceed the class for which provision is being planned and made. Yet, as has recently been said, "The clearest and most influential expressions of a nation's standards and aspirations are to be found in the education that it provides for its children. Indeed, it is axiomatic that whatever is to be permanent in the life of a people must find a definite place in the schools." Somehow the ideals that it is hoped will take enduring form in the political, juridical, and governmental plans of action at the Paris Conference, and that may well be supplemented by an internationalizing of standards in realms of industry, commerce, transportation, must also be "reflected in the schools of each component nation" party to the compact. Why? So that a common cultural ideal, a common spirit of loyalty to the federation of peoples that may there be created, can be counted upon as the generations come and go to defend the work done by statesmen, jurists, and diplomats.

Universal elementary education for a democratized world, with standards for personal and collective conduct as uniform as is possible, is the goal of the educator with an international, racial vision, using race in the broad meaning of that word. To make the ideal a concrete reality probably will call ultimately for precisely the same aid to the backward and illiterate peoples of the world by the forward-looking and partially educated peoples that in the best administered nations is furnished by the older and wealthier local communities to the younger and just emerging civic units. But, be this as it may, suffice it to announce the fact, that champions of the cause of internationalism in the realm of education are finding voice now, and from important platforms; and collocations of words like "the international mind" and the "international consciousness" are finding their way into the common speech of the people.

One practical suggestion may be timely for the United States. There is a reciprocity involved in the learning of this new lesson and in bringing in this new day. European and Asiatic educators are coming Americanward. It is about time that important commissions of educators of the United States—and Canada as well—should be sent forth, for Europe has not ceased to be a teacher while warring for her life. Out of the very agony and overturning of all social traditions and economic customs that war has brought to England she, for instance, has done reconstruction work in State-aided and State-controlled education that both Harvard University and the University of Illinois need to study at first hand. These are solely cited as types.

THE WARRIOR AND THE CHILD

STANDARDS of appraisal of nations, states, communities, classes, churches, and persons, as to their relative civilization and idealism, are many and various; but there is one test that, as the world grows older and wiser, gains in universal assent, namely, attitude toward the child—its bodily welfare, its mental furnishing and spiritual integrity.

As between individuals, it may be assessed by the simplest means imaginable, as, for instance, the differing reaction of A and B when, on walking down a street, they meet or reject, welcome or ignore, expand or contract spiritually when a smiling, innocent, trustful child salutes them with a word or rippling laugh. As between communities, it is proved by their relative expenditures for schools, playgrounds, parks, and decent places of amusement, on the one hand, and for manufacture and conservation of *things* and promotion of physical luxury and sensual indulgence, on the other hand. As between nations, it is demonstrated in their respective budgets for the elimination of illiteracy, preservation of life, and reduction and ultimate extinction of vice and crime.

But there is another way of applying this test of comparative civilization to a nation's manhood and womanhood, which comes in times of war and has been shown since 1914 on a scale and in a way justifying a broad generalization, because extending over so prolonged a period and involving so many nations. That is the way the armies and co-operating civilian forces of the combatant forces treat the children of the peoples with whom they are at war or with whom they are acting as allied or as associated combatants. At such a time it becomes possible to test the truth of Bayard Taylor's assertion:

"The bravest are the tenderest,
The loving are the daring."

With this test in mind, it is possible for a citizen of the United States at the present time to humbly but proudly find satisfaction in the record which the national army has made. The same men who when fighting to put an end to war and to put right above might have shown a vigor of action, fertility of resource and tenacity of purpose which has commanded the admiration of the professional militarists of Europe, also have won the hearts of the civilians of the lands in which they have fought or which they are now policing, by their chivalry to the aged and weak of the adult population and by their comradeship with and love for the children.

The evidence of this record is as uniform and universal as it is cumulative in its tenor. It comes from invaded and policed Germany and from remote and class-warring Siberia as well as from freed and reviving Bel-